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ABSTRACT

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports and programs that have been cited in the ERIC publications, "Research in Education" and "Current Index to Journals in Education," and in "Dissertation Abstracts International" from March 1973 through September 1974. This update search reviews methods of program evaluation and the extent to which programs and counselors themselves are effective in contributing to favorable student development. Eighty-nine document abstracts have been retrieved for this bibliography. (Author/PC)

ED105363

searchlight

Relevant Resources in High Interest Areas

7U-2 UPDATE SEARCH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

This search reviews methods of program evaluation and the extent to which programs and counselors themselves are effective in contributing to favorable studnet development.
(89 document abstracts retrieved)

$1.50

CG 900 115

Program Evaluation and Accountability

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

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Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 068 393 SO 003 190
Evaluation and Development Blow Your Mind Conference. Final Report: Technical Paper Number One, Appendix C.
Colorado Univ., Boulder. Colorado Center for Training in Educational Evaluation and Development
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 70
Contract—OEC-0-70-4770(520)
Note—38p.; Proceedings from the Evaluation and Development Blow Your Mind Conference, Boulder, Colorado, December 10, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Educational Development, Educational Improvement, *Educational Research, *Evaluation, Material Development, *Models, *Research and Development Centers
The Evaluation and Development Blow Your Mind Conference was one activity initiated under the design grant for the Colorado Center for Training in Educational Evaluation and Development (at the University of Colorado). Prior to the conference, 3 consultants (a psychology professor from the University of Washington, a representative of the Educational Testing Service, and the program director for the Bureau of Applied Research at Columbia University) spent 1 1/2 days evaluating the past and potential performance of the University of Colorado's Laboratory of Educational Research as a training facility in research and research-related areas. At the conference, these consultants were asked to free-associate and brainstorm on what evaluation, research, and development in education should be. This document is the lightly edited verbatim proceedings of the consultants' input and interactions with other participants. (GC)

ED 067 094 24 JC 720 226
Roueche, John E. Kirk, R. Wade
An Evaluation of Innovative Programs Designed to Increase Persistence and Academic Performance of High Risk Students in Community Colleges. Final Report.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-2-F-065
Pub Date Sep 72
Contract—OEC-6-72-0731(509)
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Compensatory Education, Educational Innovation, *Educationally Disadvantaged, *Junior Colleges, Persistence, *Program Effectiveness, *Program Evaluation, *Remedial Programs
This study assesses the effectiveness of innovative programs for high risk students at four community junior colleges with somewhat different approaches to remedial education. Each program is described in terms of organizational structure, subject matter content, instructional strategies, counseling services, philosophy and objectives, grading practices, and student selection criteria. Effectiveness was assessed in terms of student persistence (number of semesters of full-time enrollment) and academic performance (grade point average) for both program and control group students. Both groups of students were stratified according to ACT scores, race-ethnic group, and academic year. General conclusions were: (1) high risk students in special programs tend to persist to a greater degree and achieve academically at a higher level than comparable high risk students in regular programs, (2) there is an indication that each year academic performance and persistence rates of high risk students in special programs are increasing, and (3) minority group students tend to persist and achieve academically to a greater degree than majority group students. (RN)

ED 069 050 80 EA 004 719
Hawthorne, Phyllis
Legislation by the States: Accountability and Assessment in Education. A Monograph.
Colorado State Dept. of Education, Denver. Cooperative Accountability Project.; Wisconsin State Dept. of Public Instruction, Madison. State Education Accountability Repository
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—34p.
Available from—CAP, Colorado Department of Education, 1362 Lincoln Street, Denver, Colorado 80203. Or, SEAR, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, *Educational Accountability, Educational Legislation, *Evaluation, Planning, Programing, Public Schools, State Action, State Departments of Education, *State Legislation, Tables (Data)
Identifiers—Elementary Secondary Education Act Title V, ESEA TITLE V
This monograph, the first in a series of documents being compiled from materials located in the Wisconsin State Educational Accountability Repository, reproduces copies of, or excerpts from, legislation that has been enacted through May 1972 in 19 States for Statewide assessment programs, accountability programs, and PPBS systems. Some of the statutes included were initiated and recommended by State education agencies; others were mandated by State legislatures. The report also includes a 2-page table that indicates at a glance the status of accountability legislation for all the States and outlying possessions of the United States. This publication should be of interest to persons at the State and local level who are responsible for elementary and secondary education in the nation. Related documents are EA 004 717 and EA 004 718. (Author/JF)

ED 070 146 80 EA 004 652
Hanson, Gordon, Comp.
Accountability: The State of the Knowledge.
Wisconsin State Dept. of Education, Madison.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [72]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Educational Accountability, *Evaluation
Identifiers—*Assessment, Elementary Secondary Education Act Title V, ESEA Title V
This publication comprises a 144-item bibliography of articles, documents, and books on the subject of accountability. The 40 cited ERIC documents are listed separately. (JF)

ED 070 147 EA 004 653
Janeway, Sally
School Finance Reform: A Bibliography.
Lawyers Committee for Civil Rights Under Law, Washington, D.C.
Spons Agency—Council of State Governments, Washington, D.C. National Legislative Reference Conference
Pub Date May 72
Note—33p.; Prepared for Special Committee on School Finance
Available from—National Legislative Conference, 1150 Seventeenth Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Court Cases, *Educational Finance, Equal Education, Equalization Aid, Financial Policy, *Financial Problems, Nonpublic School Aid, Politics, Rural School Systems, *State Action, State Aid, Urban Areas
This extensive bibliography includes articles, books, and court decisions. The books and articles are divided into subject categories such as (1) aid to private schools, (2) alternative State funding schemes, (3) legal aspects of school finance, (4) politics of school finance, (5) property tax and school finance, (6) school finance

ED 070 854 VT 018 253
Schubert, Jane G. Rosenfeld, Michael
Selected Functional Components of a Vocational Education Counseling System for Urban Youth.
American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Pittsburgh School District, Pa.
Report No—AIR-32400-9/72-FR
Pub Date Sep 72
Note—127p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—City Wide Programs, *Demonstration Projects, *Job Placement, Job Training, Occupational Guidance, *Program Evaluation, Resource Materials, Secondary Grades, Systems Approach, Tables (Data), *Urban Youth, *Vocational Counseling, Vocational Education
The purpose of this annual report is to evaluate a demonstration project in vocational counseling for urban youth which is composed of four major elements: (1) a career orientation program for preadolescents, (2) a cooperative work experience program for students enrolled in vocational skill development at the secondary level, (3) a job placement program for high school graduates, and (4) a counseling and training program to serve high school students who are not enrolled in vocational programs. Encompassing activities under the Occupational Vocational and Technical Education Training Division of the Pittsburgh Public Schools, these four functional components were selected from a comprehensive occupational guidance program for the elementary and secondary grades. This program review presents a project summary with recommendations, together with detailed descriptions of the three phases of the career orientation programs and the other program components. Although the programs function efficiently, the reasons why 5.2 percent of the 1971 graduates were not placed should be studied in order to remedy the situation. Various tables present the data, and extensive resource materials are appended. (AG)

ED 072 106 TM 002 347
Porter, Andrew C.
Some Design and Analysis Concerns for Quasi-Experiments such as Follow Through.
Pub Date Aug 72
Note—25p.; Paper presented at the American Psychological Association meetings, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Analysis of Covariance, *Evaluation Methods, *Mathematical Models, *Program Evaluation, *Statistical Analysis
Identifiers—*Project Follow Through

The basic design for the national evaluation of the Follow Through program is presented and some of the related issues of analysis are considered. The design, as it now stands, presents many difficulties for analysis. These analysis issues are seen to include the following: (1) What should be the unit of analysis?, (2) How is the effect of a Follow Through approach when compared with its control estimated?, and (3) How is the relative effectiveness of the various approaches estimated? Several different strategies that have been suggested for use in quasi-experiments in attempts to control variables that are confronted with treatments are discussed. The potential confounding variables are classified into two categories: (1) systematic differences in the dependent variable dimensions that are present in the units of analysis at the outset of program participation, and (2) systematic differences that occur in the dependent variable dimensions during program participation which are not a function of program participation. The appropriate method for attempting to control confounding variables in the evaluation of Follow Through appears to be a combination of strategies employing both matching and estimated true score. AN COVE (DB)

ED 073 322 VT 019 283

Strong, Merle E. *Jarosik, Daniel*

The Annual Evaluation Report of Louisiana's Vocational and Technical Education Program--Fiscal Year 1972.

Louisiana State Advisory Council for Vocational and Technical Education, Baton Rouge

Spons Agency--Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note--87p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors--Advisory Committees, Annual Reports, *Area Vocational Schools, *Evaluation, High Schools, Post Secondary Education, Program Effectiveness, *Program Evaluation, State Surveys, *Vocational Education

Identifiers--*Louisiana

This study was undertaken to: (1) provide information on Louisiana's Vocational and Technical Education Program, (2) serve as a basis for reporting to the citizens of Louisiana, and (3) fulfill the requirements of the State Advisory Council on Vocational Education for an annual evaluation. Findings obtained during the investigation process were: (1) present state plan projections seem inadequate, both from the standpoint of people to be served, and projected resources needed; (2) there does not exist in the organizational structure clear lines of authority, administration, and supervision regarding the institutions under its jurisdiction, (3) the curriculum does not seem to be broad enough to accommodate the populations for which it was designed to serve, (4) not enough funds have been appropriated for vocational programs, (5) guidance and counseling departments are understaffed at all levels, and therefore are not able to fulfill their objectives, and (6) vocational programs do not appear to be guided by marketing trends. Council recommendations are included. (SN)

ED 073 520 EA 004 827

Planning/Budgeting/Evaluation Manual. An Operation Manual for Staff Members Concerning the Implementation of the Planning/Budgeting/Evaluation Cycle Within the Missouri State Department of Education.

Missouri State Dept. of Education, Jefferson City.

Pub Date Aug 72

Note--78p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors--*Budgeting, *Budgets, *Evaluation, Evaluation Methods, Guidelines, Management Systems, *Planning, Programing, State Boards of Education, *State Departments of Education

Identifiers--*Missouri, Planning Programing Budgeting Evaluation System, PPBES

This manual identifies and systematizes the sequence of events necessary for the State Department of Education to effectively plan, implement, and evaluate its varied programs. The report (1) describes the cycle, (2) outlines the flow of events, (3) delineates offices responsible for each event, and (4) discusses overlapping phases of event cycles with interactions. Appendixes contain (1) budget/planning forms, (2) an operations planning and reporting document, (3) an activity listing, and (4) a sample operations planning and reporting document. (JF)

ED 074 271 VT 019 710

Schrodi, Tom *Ann Others*

Career Education Pilot Project K-14, Orange County Consortium, Needs Assessment.

Orange Unified School District, Calif., Rancho Santiago Community Coll., Santa Ana, Calif., Santa Ana Unified School District, Calif.

Note--123p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors--Area Studies, *Career Education, Curriculum Evaluation, *Educational Needs, *Evaluation, *Pilot Projects, *Program Evaluation

Identifiers--Orange County Consortium

Summarized are the outcomes of a needs assessment of the Career Education Pilot Project for grades K-14 conducted in the Orange County (California) Consortium. Interviews and questionnaires were used to obtain data from teachers, students, and parents on the target area as well as from 150 service agencies in the communities. Findings include: (1) Elementary teachers appear to be doing a more complete job of teaching work attitudes than are secondary teachers, (2) Teaching attitudes toward leisure time appear to be weaker at the secondary level, (3) Elementary teachers appear to be doing less than other teachers in encouraging questions on career information in class, (4) A large percentage of teachers at all grade levels and in all subject areas have not given students opportunities to solve problems and make decisions about career choices, (5) Less career awareness has been taught at the secondary level, (6) Economic awareness is taught more consistently at the elementary level, (7) The teaching of the educational and training requirements for occupations has not been adequately taught, (8) Other than the traditionally vocational subjects, there is little evidence of a written curriculum, and (9) Less than 6 percent of the elementary teachers and 21 percent of the secondary teachers have been involved in curriculum review. (Author/SN)

ED 075 487 TM 002 566

Stake, Robert E.

Responsive Evaluation.

Pub Date 5 Dec 72

Note--4p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors--Data Collection, *Evaluation Criteria, *Evaluation Techniques, *Information Needs, *Program Evaluation, Technical Reports

The definition, structures, utilities, stimulus-response differences, and portrayals of responsive evaluation are presented. An educational evaluation is said to be a "responsive evaluation" if it orients more directly to program activities than to program intents, if it responds to audience requirements for information, and if the different value perspectives present are referred to in reporting the success of the program. The structure of the responsive evaluation follows the primary components of the instructional program. The choice of tests and other data-gathering devices is made based on observation of the program in action and interaction with various interested groups. Responsive evaluation is particularly useful during both formative and summative evaluation. The principal stimuli of responsive evaluation are those of the program, including responses of students and subsequent dialogue. The responsive approach tries to respond to the natural ways in which people assimilate information and arrive at understanding. Program portrayal may feature descriptions of persons, often by case studies. The challenge to the evaluator is to minimize the sampling error and to find ways to authenticate this less "scientific" way of reporting. (DB)

ED 075 763 CG 008 074

Hall, Gene E. *Ed Others*

Impact: The Magazine for Innovation and Change in the Helping Professions, Volume 2, Number 4.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency--Michigan Univ., Ann Arbor. Office of Education (DHEW), Washington, D.C.

Bureau No--BR-6-2487

Pub Date 73

Contract--OEC-3-6-062487-0579(010)

Note--66p.

Available from--Impact, P.O. Box 635, Ann Arbor, Michigan 48104 ($6.00 per yearly subscription, $1.75 per single issue; make checks payable to the University of Michigan)

EDRS Price MF-$0.65 HC-$3.29

Descriptors--Behavioral Objectives, *Counseling Effectiveness, Counseling Goals, Counselor Evaluation, Evaluation, Evaluation Methods, *Evaluation Techniques, *Guidance, Guidance Counseling, Guidance Functions, *Guidance Objectives, Guidance Programs, Guidance Services, Objectives, *Periodicals

This issue of Impact examines a variety of viewpoints, programs, issues, and concerns about accountability of guidance. Three articles are adaptations from speeches presented at the conference on Accountability and Pupil Personnel Work held at Michigan State University in the summer of 1971; they explore the importance of preserving "caring" capabilities that foster human growth while measuring guidance program outcomes, systematic counseling which provides a specified step-by-step approach to evaluating counseling effectiveness, and the measurement of student success as a prime indicator of the worth of a guidance program. Other articles examine programs now in practice, one providing a career ladder approach as well as an undergraduate competency-based program for guidance students, another exploring a performance-based certification program for counselors and counselor educators, and a third describing objectives for school guidance programs and instruments to assess how schools are meeting these objectives. A final article provides an overview of the need for accountability and the establishment of objectives with a checklist for the reader's use in his specific setting. (SES)

ED 075 947 EA 005 175

Giroux, Roger M.

Planning-Evaluation in a Medium-Size School District.

Pub Date Mar 73

Note--38p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors--Behavioral Objectives, Cost Effectiveness, Decision Making, Educational Administration, *Educational Planning, *Evaluation, Formative Evaluation, Goal Orientation, Management Information Systems, *Models, Performance Specifications, Program Development, *School Districts, Speeches, Student Needs, Summative Evaluation, *Systems Approach

Identifiers--School District Size

The rationale, operational framework, and implementation case study of a planning-evaluation model for a medium size school district are discussed. The system defines a management information function in the three components of planning, operations, and evaluation. The relationship among these components is presented in both diagram and narrative form. The skills needed by personnel and the objectives they are to attain are identified. A description is given of the computer-based management tools particular to each component. The purpose of the system is to provide timely and accurate information to educational managers, which allows for discrimination between alternative courses of action at any time during program development or operation. The ultimate goal of the system is to create the benefits of a program to the costs through a well defined and specified plan of action. (Author)

ED 076 260 PS 006 495

Goodwin, Judy

Relationship of the Follow Through Evaluation to Local Needs.

Philadelphia School District, Pa. Office of Research and Evaluation

Pub Date [72]

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Involvement, *Community Programs, *Compensatory Education Programs, Demonstration Programs, *Evaluation Needs, Federal Programs, Primary Grades, Program Descriptions, *Program Evaluation, Research Needs

Identifiers—*Project Follow Through

The discrepancies between the comprehensive design for Follow Through evaluation and the program management's needs of the seven models in Philadelphia are discussed. The national evaluation has focused on pupil performance and achievement data. The local evaluation, conducted since 1968, has focused on: (1) the assessment of the correspondence between the philosophy/strategies of the seven models and the representations that had been established in the participating schools, (2) codifying the instructional evaluation procedures in the classroom and the interpretation of mastery (criterion) scores for some of the model sponsors, and (3) the assessment and interpretation of an ever increasing involvement of the community. Collectively, the fact of the local evaluations indicate that not until a program is fully implemented will there be requests for information describing outcomes in pupil achievement terms. (Author/KM)

ED 076 710 TM 002 719

Trail, J. Raymond

A Proposal for the Implementation of the Needs Assessment Model.

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Needs, Evaluation Methods, *Models, *Program Evaluation, Program Planning, *Research Proposals, State Schools, *Statewide Planning

An implementation proposal for a needs assessment model for South Carolina's public schools is presented. Part One, a narrative presentation of the suggested procedure, includes: identification of task force members, formation of the expenditure coordination committee, task force training conferences, task force organizational meetings, task force status conferences, development of planning documents, program control seminar and project format, report system to State Department of Education officers, implementation, evaluation, recycling, development of a statewide data collection system, statewide implementation, reports to task forces by supervisor of evaluation, and final decision by the planning task force. Part Two, a schematic representation of the major divisions in the procedure, contains 19 implementation cycle activities. (KM)

ED 077 950 TM 002 757

Pinkney, Dianne . And Others

Evaluation in New Jersey Education: A Survey of Present Practices and Recommendations for Future Action.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation

Pub Date Jun 70

Note—58p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Evaluation, Evaluation Methods, Evaluation Needs, Program Costs, Program Descriptions, *Public Schools, *State Programs, *Surveys

Identifiers—*New Jersey

Current evaluation activities in the New Jersey school system are surveyed, and recommendations for future evaluation efforts are made. The current activities and future developments of school (or school district), statewide, and project (or program) evaluation are discussed individually. The following program objectives are suggested: to raise the number of trained education evaluators; to strengthen evaluation capability at each administrative level; to install satisfactory evaluation instruments; to administer instruments which evaluate pupil performance in relation to local and State goals; to expand district evaluation so that all schools are evaluated on a cyclical basis; to evaluate school districts for Bateman incentive and qualification; to expand evaluation so that all projects financed through the Department are evaluated on a cyclical basis; and to increase expenditures for evaluation activities. Strengths and weaknesses of several program alternatives are discussed. Recommendations for short range action are made concerning school district, statewide, and project evaluation; and recommendations for long range action are made concerning needs assessment, management information system, cost analysis, instruction, and department task analysis. Additional questions for consideration are listed. An analysis of costs and an overview of an ETS survey of State testing programs are presented in appendices. (KM)

ED 078 309 CG 008 899

Tate, Douglass T.

Toward a New Criterion for Evaluation of Guidance Programs.

Pub Date [71]

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Change Agents, Counseling, *Counseling Effectiveness, Counselor Evaluation, Counselors, *Evaluation, *Evaluation Criteria, Evaluative Thinking, Females, Guidance Counseling, Guidance Functions, Guidance Objectives, *Guidance Programs, Models, *Program Evaluation, Social Change

This paper points to the demands which our "new society" is making upon guidance and counseling programs, demands which must be met as counselors become agents of change and the profession turns from exclusive concern with intra and interpersonal matters to exteriorceptive concerns. The author gives a brief historical outline of the emerging guidance profession in order to provide insight into the problems of evaluation and to point out the current need for a new definition of the situation with its advanced technology, urban concentrations, and aspiring minority groups. Finally, the paper looks at the youth of today, its values and its aspirations. Special attention is given to females and the part they will play in the labor force of the future. The author feels that the goal of present and future counseling programs must be to create a more humane environment, which gives support to the legitimate aspirations of its people, through peaceful institutional and social change. (Author/SES)

ED 078 331 CG 008 129

Johnson, Ralph H. . And Others

Evaluating Counselor Effectiveness: Part or Policy-Counselors Relate Equally Well to All Students.

Minneapolis Public Schools, Minn. Dept. of Guidance Services

Pub Date 73

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counseling Effectiveness, Counselor Evaluation, Counselor Performance, *Evaluation, Evaluation Techniques, Measurement Techniques, Minority Groups, Noncollege Preparatory Students, *Secondary School Students, *Student Attitudes, Student Needs, Student Opinion, Surveys

In order to investigate counselor effectiveness in urban secondary schools, guidance personnel developed a ninth grade and a twelfth grade Counseling Accountability Questionnaire. Data collected were processed for city-wide and individual school results. Items dealing with help received and the reaction of students to their relationship with counselors were tallied as to student responses by sex, race, achievement level, plans after high school, and the number of interactions with counselors. Results show two trends: (1) minority students responded more positively than others, and (2) noncollege bound students responded more positively than college bound. Little consistent difference was evident based on sex and on achievement level. Implications of the resulting data include the following: (1) individual counseling programs can be studied from the students' point of views, (2) staff development programs for counselors can be more efficiently planned to meet student needs, and, (3) student priorities concerning counseling services can be readily identified. (Author/SES)

ED 078 735 HE 004 165

Peterson, Richard E.

College Goals and the Challenge of Effectiveness.

Educational Testing Service, Princeton, N.J. Institutional Research Program for Higher Education

Pub Date 71

Note—20p.; Presentation given at Purdue University, Fort Wayne Campus, November 23,1971

Available from—Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Colleges, *Educational Objectives, Enrollment Trends, *Higher Education, *Institutional Research, *Program Effectiveness

The new economic realities, the slowdown in college enrollments and the lingering animosity toward the university in some localities have combined to undermine the rather enviable position that state university systems previously enjoyed. State capitals' response to these realities is an increased emphasis on program effectiveness. In an effort to cope with the challenge of effectiveness, a reevaluation of institutional goals is imperative. Goal setting at the public institutions should involve integrating the desires of people on the campus with those of the citizens in the region and the statewide planners. Five areas that colleges can conceive of institutional effectiveness and fulfill institutional objectives are: student learning, student value development, programmatic responsiveness, campus morale, and number (application and enrollment figures). A 14-item bibliography is included. (MJM)

ED 078 846 IJ 004 381

Program Evaluation: Legislative Language and a User's Guide to Selected Sources.

General Accounting Office, Washington, D.C.

Pub Date Jun 73

Note—61p.; (0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cost Effectiveness, *Evaluation, *Federal Programs, *Information Sources, Language, Legislation, *Program Evaluation

Section 204 of the Legislative Reorganization Act of 1970 directs the General Accounting Office (GAO) to make studies of the costs and benefits of existing programs. This document was developed to respond to this legislation through informational support to GAO and others interested in evaluating the effectiveness of Federal programs. It includes information that should be useful in providing access both to evaluation studies and to evaluation requirements in laws (Parts I and II, respectively). Part I is a user's guide to many sources of specialized studies, including evaluation studies, which are available outside of the various departments and agencies. This survey was performed to identify retrieval systems and directories containing information on evaluation studies that are completed, planned, or in process. Thirty systems appearing to contain useful information are described in this section. Part II is a summary of evaluation language contained both in legislation enacted between January 1967 and July 1972 and in bills passed by either or both Houses of the Congress from January through July 1972. This part highlights recent evaluation language and presents it in terms of: Party responsible for evaluation, Measures of effectiveness, Methods to be used, Report recipient, Report date, Nature of recommendations, and Funds authorized. (Author/NH)

ED 079 281 SP 006 690

[Information Package on "Accountability."]

National Education Association, Washington,

DC
Pub Date 73
Note—34p.
Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C. (No price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Accountability, Educational Practice, *Evaluation Criteria, National Surveys, *Program Effectiveness, Public Support, *School Responsibility, Teacher Responsibility
This document is an information package on accountability from the National Education Association (NEA). It is divided into three parts. Part one is a summary of the NEA conference on accountability, which made a number of unanimous recommendations for association action, including motions for program criteria, program evaluation, public information, and teacher training and certification. Part two is "Accountability," a speech by NEA executive secretary Terry Herndon, which advocates stopping the current destructive practices done in the name of accountability and encouraging good practices as a good policy growing out of accountability phenomenon. Part three is composed of two large data sheets that present a survey of state activities on educational accountability derived from officials in state departments of education and state education associations. It is indicated that this document is as yet incomplete, presenting only a few details for each state, but it can serve as a composite of the state of the nation in accountability. (JA)

ED 079 376 TM 002 975
Hinrichs, John
State Assessment (Accountability): Potential for Reversing a Frightful Foe?
Pub Date 2 Mar 73
Note—22p.; Speech delivered at Annual Meeting of the North Central Association of Colleges and Secondary Schools (78th, Chicago, Illinois, March 27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Educational Accountability, Educational Objectives, *Evaluation Methods, *Program Evaluation, Research Methodology, Speeches, *State Programs, Testing
A summary of legislation concerning educational accountability reveals that 13 States hope to find greater accountability in testing or assessment programs, 7 in planning, programming, budgeting systems, 4 in uniform accounting system, 8 in the evaluation of professional employees, 2 in management information systems, and 1 in performance contracting. The framework of educational accountability also includes goals, educational vouchers, program audits, citizen involvement and related concepts. One problem in accountability is that there are apparently wide differences between citizens' expectations of public education and those of educators. Accountability is frequently being redefined with an emphasis on outcomes using cost effectiveness techniques, it should be understood that educators can be held accountable only within the constraints of the financial resources allocated to them. The most popular legislative means to accountability, statewide assessment programs, is often objected to on the grounds that abuses in the use of test data outweigh the benefits likely to be obtained from the data. The shortcomings and bias of norm-referenced tests, the use of random sampling, and pressures on all concerned are some of the objections to State assessment. Proponents of this method believe it will increase commitment to education. Efforts are being made to encourage the use of experimental programs and to improve statistical methods of handling data. (KM)

ED 080 890 CE 000 108
Nesdle, Robert J., Ed.
A Guide to Career Guidance.
Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.; Northern Illinois Univ., De Kalb.
Pub Date 73
Note—157p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Choice, *Career Education, *Career Opportunities, Career Planning, Guidance Services, *Guides, *Occupational Guidance, *Program Evaluation, Program Planning
The nineteen articles in this guidebook are by former consultants for vocational guidance workshops at Northern Illinois University. Articles are organized in five parts identifying students career guidance needs, providing students with helpful career information, assisting students pursuing career programs, preparing students for career placement, and evaluating career guidance programs. The guidebook is designed to provide career education and career guidance personnel with ideas, plans, and procedures which others in the field have found to be useful and to offer ideas for program improvement. (MS)

ED 082 059 95 CE 000 368
Developmental Program Goals for the Comprehensive Career Education Model. [with a Review.]
Institute for Educational Development, New York, N.Y.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.; Westinghouse Learning Corp., Palo Alto, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date Aug 73
Note—345p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (775-778/005, Region No. 5-11)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Career Education, *Developmental Programs, Educational Objectives, Elementary Education, *Models, Program Development, *Program Evaluation, Secondary Education
Identifiers—*Comprehensive Career Education Model
The Comprehensive Career Education Model (CCEM) is a systematic effort to design and implement a new educational strategy that will ensure that students will be prepared either for immediate employment or continuing education upon leaving school. The CCEM seeks to restructure curriculum at all grade levels in terms of knowledge of career and human development. The model system developed is an operational tool providing means for defining, evaluating, and refining content, guidance activities, and other support services associated with career education based on authoritatively derived concepts regarding self, culture, and career. Four critical concepts inherent in the matrix are the eight elements of career education, the cumulative effort of sequencing learning experiences, the unifying of academic and vocational curriculum through career education, and the fragmentability of career education into manageable parts. Two conferences held in March and June 1973 by the Institute for Educational Development critically reviewed the developmental program goals from an intellectual and a utilitarian viewpoint. Their reports are given in the supplemental review. (MS)

ED 082 832 PS 006 847
Evaluation Bibliography.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 73
Note—42p.; Tadscript #2
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Early Childhood Education, *Evaluation, *Handicapped Children, Parents, Testing, Testing Problems, Testing Programs, *Tests
An annotated bibliography of tests for children and parents, compiled by the Technical Assistance Development System, is presented. The bibliography was developed because of the absence of generally recognized and standardized measures of performance appropriate for use in educational programs, particularly programs involving the handicapped. The bibliography is designed to provide program personnel with alternative evaluation instruments to consider for usage or for review if local tests are being developed. Tests are categorized according to the dimensions that they measure and the age groups for whom they are recommended. Addresses of publishers and test developers are included. (DP)

ED 083 265 TM 003 226
Fincher, Cameron
Program Evaluation: Approaches and Procedures.
Pub Date 16 May 73
Note—18p.; Paper presented at annual forum of Association for Institutional Research (Vancouver, British Columbia, May 16, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conceptual Schemes, *Evaluation Techniques, *Higher Education, *Program Evaluation, Research Reviews (Publications), Speeches
Current approaches being made to program evaluation are examined, and some of the implications for academic programs in higher education are considered. The conceptual shifts that are involved in the changing demands placed upon educational evaluation are summarized as: (1) an increasing emphasis on the use of tests and measurements for feedback and direct improvement as opposed to selection and placement of students, (2) an increasing advocacy of developmental, applied, practical, problem-solving research, (3) a lessening of interest in conventional experimental research as opposed to research that is administratively or action oriented, and (4) a growing interest in decision-oriented research as opposed to conclusion-oriented research. For the evaluation of academic programs, these shifts suggest that a heavier emphasis should be given to formative, as opposed to summative, evaluation, and that the results of evaluation studies will be used increasingly for policy decisions that will determine program substance, form, and content. A conceptual framework for program evaluation in higher education is provided in a figure. The primary thrust of the conceptual design is that systematic efforts at program evaluation should constitute a functional analysis of the variables that are involved, and that the nature of the relationships derived or established will be probabilistic rather than deterministic. The complexities of most higher education program and the subtlety of influential variables suggest that urgent as evaluation is, it will not be easy to conduct the kind of evaluation studies needed. (DB)

ED 083 269 TM 003 230
Davidoff, Stephen H.; Allen, David W.
Evaluation of Title I ESEA Projects, 1971-1972. Volume I, Cultural, Affective and Supportive Services Projects.
Philadelphia School District, Pa. Office of Research and Evaluation.
Report No—R-7216
Pub Date [73]
Note—70p.; DIR-1
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Compensatory Education Programs, Cultural Enrichment, Elementary Grades, *Enrichment Programs, *Evaluation Techniques, *Program Evaluation, Secondary Grades, Technical Reports
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Philadelphia
A part of the results of the evaluation of more than 50 federally funded ESEA Title I projects in Philadelphia, this volume reports on the evaluation of the cluster "Cultural, Affective, and Supportive Services." Projects in this cluster seek to provide children with additional activities and services that are designed to enrich their learning and cultural experiences and to help the children gain a greater understanding of themselves, their environment, and interpersonal relations. Projects in this group are: Affective Education, Art Specialist Teachers, Closed-Circuit Television, Communications Experiences, Creative Dramatics, Cultural Experiences, Dual Audio Television, Human Relations Retreats, Instructional Materials Centers, Itinerant Hearing Service, Motivation "B", Multimedia Center, Music Specialist Teachers, Speech and Hearing, Speech Therapy Clinics, and Understanding. This volume contains a cluster report, which is an overview of the cluster projects, and digest reports of projects within the cluster in the following format: identification and description of the project (rationale, objectives, operational characteristics,

previous evaluations), current evaluation procedure (scope and design, instruments, subjects, analysis of data), results, and conclusions. (For related documents, see TM 003 231-233.) (DB)

ED 083 288 TM 003 251

Johnson, Lary

Reorganized Junior High Program: An Evaluation 1971-72. A Title III, ESEA Project.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation

Report No.—C-71-13

Pub Date Sep 72

Note—73p.; DIR-1

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counseling Effectiveness, *Counselor Role, Evaluation Techniques, Intermediate Grades, Junior High Schools, *Program Evaluation, *Student Attitudes, Student Evaluation, Student School Relationship, *Teacher Attitudes, Technical Reports

Identifiers—*Minneapolis Public Schools

The evaluation of the first year of the ESEA Title III Reorganized Junior High Program at Jordan and Marshall University Junior High Schools is reported. The product objectives of the program were: (1) increased counselor effectiveness, (2) positive student attitude towards teachers, counselors, and school, and (3) increased parent and student involvement in school. Activities, or process objectives, for the attainment of the product objectives were: workshops, classroom visits, coordination of support services, meeting between counselors and teachers, and information dissemination regarding activities. The counselors and the program were evaluated by the teachers, and student perceptions of the counselor, student attitudes toward school and teachers, and parent and student involvement were obtained. Results of the study showed that teacher opinions of counselor effectiveness were much better than they were the previous year; students at Jordan had somewhat less favorable attitudes toward their counselors and the counseling relationship than did students the previous year; at Marshall University school, more teacher-counselor contacts and more favorable ratings of counselor effectiveness were reported by team teachers than by non-team teachers or by teachers the previous year; team students had more positive attitudes toward school and had more input into class decisions. An appendix provides new student evaluation forms. (For related document, see TM 003 252.) (DB)

ED 083 436 CE 000 441

Huffstutler, D. Vaughn And Others

Search for Effectiveness of the Occupational Orientation Programs in the State of Texas. Final Report.

Pub Date Jun 73

Note—133p.; EPD Consortium D Richardson, Tex.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Educational Programs, *Interviews, Occupational Information, Orientation, *Program Effectiveness, Vocational Development, *Vocational Education, Vocational Education Teachers

Identifiers—Career Awareness, *Texas

The aim of the study was to evaluate the Occupational Orientation programs funded by the Texas Department of Occupational Education. Interviews with 69 staff members rated the adequacy of various program features. Highest ratings were assigned to such items as freedom to utilize materials, equal opportunities, field trips, developing four year plans, and understanding the principle of the program. There were 186 recommendations for program improvements and changes submitted by classroom teachers, occupational orientation teachers, counselors, and administrators. In addition, students participating in the programs in two school systems were evaluated by pretest and posttest. Indications are that the instructional programming was very effective in these school systems. There are 66 tabular presentations containing the major volume of data and information gathered. Appendixes include the interview schedule and the self-evaluation and program analysis form with results. (MS)

ED 083 746 EA 005 596

Redfern, George B.

Involvement -- A Keyword in a Performance Evaluation Program.

Pub Date 6 Aug 73

Note—15p.; Speech given before Kentucky Association of School Administrators Meeting (Louisville, Kentucky, August 6, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Role, *Evaluation, Evaluation Methods, *Evaluation Techniques, Instructional Improvement, *Participant Involvement, *Performance Specifications, Public School Systems, Self Evaluation, Teacher Evaluation

Evaluation by mandate, stemming either from legislative statute or action of the State education agency, is a growing development. Such mandates, however, do not necessarily stipulate the precise form of evaluation. It is therefore not surprising that traditional procedures outnumber newer approaches because school administrators, supervisors, and teachers are accustomed to viewing appraisal as a one-day rating process. However, it is more sensible to design evaluation procedures that call for performance objectives, specify a cooperative plan of action to achieve these goals, engage in both self-evaluation and evaluator assessments, and conduct a conference between teacher and evaluator to discuss implications of the evaluations and make plans for the future. (Author/WM)

ED 083 981 JC 730 277

Garlock, Jerry C., Ed.

Evaluation as a Change Agent. Proceedings of the Annual Conference for Institutional Researchers and Administrators in California Community Colleges (9th, Pacific Grove, Calif., May 2-4, 1973).

California Junior Coll. Association, Sacramento. Committee on Research and Development

Spons Agency—California State Dept. of Education, Sacramento. Div. of Higher Education

Pub Date May 73

Note—117p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Change Agents, Community Colleges, *Conference Reports, Educational Researchers, *Evaluation, Faculty Evaluation, Junior Colleges, Profile Evaluation, Program Evaluation, Questionnaires, Research Methodology, Student Evaluation

The proceedings of a conference discussing the usefulness of evaluation in inducing change are presented. Conference sessions discussed inventory goals, COPES, Diagnosis and Prognosis, Student Assessment, College Assessment, Staff Evaluation, Interchange, and Enrollment Depression. Participants in the conference were research directors, a counselor, a director of technical education, a test company psychologist, a consultant from the Chancellor's office, a dean of occupational and continuing education, a president of a private company, a data processing manager, a director from the Department of Finance, a college president, and a member of a board of trustees. A 28-item questionnaire was developed to provide data relevant to the development of a researcher profile in regard to research as it now exists at California Community Colleges. There are 10 researchers who devote over 50 percent of their time to research activities. There are also 19 full-time researchers. Data received indicated that no pattern exists regarding research job descriptions, office organizations, or budget requirements. (CK)

ED 083 988 LI 004 527

Krevitt, Beth I. Griffith, Belver C.

Evaluation of Information Systems: A Bibliography, 1967-1972.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 73

Note—35p.; (3 references)

Available from—Science Associates/International, Inc., 23 E. 26th St., New York, NY 10010 (INFORMATION Part II, v2 n6 1973, $7.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, *Evaluation, Evaluation Techniques, Information Science, *Information Systems

The scope of this bibliography has been limited to literature dealing with the design, testing and evaluation of information storage and retrieval systems. A number of papers describing the implementation of specific systems were selectively included because they contained substantial or innovative material on evaluation; however, the bibliography generally emphasizes techniques applicable to a wide variety of systems. Similarly, articles dealing with specific products and services have been included when they showed broad implications for evaluation. On the other hand, discussions of specific library systems have been excluded as they were considered outside the scope of the bibliography. You will not, therefore, find such articles as those dealing with "objective tests of library performance." The last comprehensive bibliography in the field was compiled by Madeline Henderson and published in 1967. For that reason, the earliest citations in this compilation are for 1967. (Author/SJ)

ED 084 239 SP 007 472

Evaluation of Education: In Need of Examination.

National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date [73]

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Education, *Educational Programs, Educational Research, *Evaluation, *Federal Government, Federal Programs

The National Advisory Council on Education Professions Development has been reviewing some of the major evaluations and evaluation research in the period 1966 to date, seeking to identify the salient issues concerning the evaluation of educational endeavors. This document is a preliminary statement of the findings and recommendations. The interest in assessing effectiveness is not confined to education. The following developments show the important role assigned to evaluation of federal activities generally: a) increasingly, in new legislation enacted and in amendments to existing statutes, explicit provision for evaluation has been made; b) the executive branch's emphasis on "cost-effectiveness" assumes the capacity on the part of the agencies to carry out appropriate and effective evaluation; c) there has been a very substantial increase in the funds allotted for evaluation in the executive branch. The importance that has been assigned to evaluation, and the influence that such studies have exerted to date, prompts a question that must receive serious consideration: Is "evaluation," as an aspect of social science research, capable of responding adequately to the extraordinary demands placed upon it by the developments cited above? The council will continue to investigate this question, but it has concluded that there is a need for a full-scale examination of the evaluation procedures of federal programs in education. (JA)

ED 084 312 TM 003 339

Assessment Instrument for Arizona Vocational Education Programs.

Arizona State Dept. of Education, Phoenix. Div. of Vocational Education

Pub Date Sep 73

Note—40p.

Available from—Arizona Department of Education, Division of Vocational Education, 1535 W. Jefferson, Phoenix, AZ 85007

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Evaluation Techniques, *Program Evaluation, *Rating Scales, School Surveys, *State Surveys, *Vocational Education, Vocational Schools

Identifiers—Arizona State Assessment Programs, *State Assessment Programs

This instrument is designed for use by local education agencies and the Arizona Department of Education in assessing vocational education programs. It is part of a system designed to: (1) provide a basis for determining the accountability of vocational programs; (2) identify strengths and needs for improving vocational education programs; (3) provide a profile of total occupational programs through self-assessment as well as external review; (4) provide data for use in planning

local district programs as well as state programs and (5) provide recommended learning experiences to assist students to acquire and enhance the knowledge, skills, and attitudes necessary to succeed in careers. The assessment instrument is divided into five parts to facilitate the identification of program needs. These are program planning, program support, student services, instruction, and evaluation. There are criterion statements and rating scales for each aspect of the program which is assessed. (EH)

ED 084 360 CE 000 500

Oliver, J. Dale And Others

Vocational Education Evaluation Project: Annual Report--Fiscal Year 1973.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No—RP-808361-2; VEEP-4

Pub Date Sep 73

Note—24p.; See ED065699 for an explanation of the project and its projected growth

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annual Reports, *Evaluation Needs, *Evaluation Techniques, Information Systems, Management Systems, Program Content, Program Coordination, Program Development, *Program Evaluation, *Program Planning, Public Relations, State Programs, *Vocational Education

Identifiers—Virginia, *Vocational Education Evaluation Project

The primary objective of the Vocational Education Evaluation Project (VEEP) is to develop a management information system for the planning and programing of vocational education. The work has been divided into a macro-system (primarily concerned with guidelines and systematic procedures at the State level) and a micro-system (emphasizing the assessing, planning, and programing of individual vocational education programs in local schools). This report presents project accomplishments within these areas: macro-system, micro-system, local evaluation, staffing, advisory committee, meetings with State staff, visits out-of-state, VEEP Library, presentations at meetings, meetings attended, and publications and publicity. Projected plans are outlined with emphasis on the macro subsystem (including planning and the Vocational Education Reporting System) and the micro-system (program effectiveness and local evaluation components). The appendix lists 116 units completed during the year. (SC)

ED 084 409 95 CE 000 580

Unifying a Career Development Theme in the Curriculum Through Teacher In-Service Activities. Final Report: Models for Secondary Career Education in Iowa. Final Report: Final Report Addendum.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—V26103L; V26104L

Pub Date 3 Feb 73

Grant—OEG-0-71-0922

Note—112p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Career Education, *Curriculum Development, *Elementary Education, Inservice Teacher Education, Models, Occupational Guidance, *Program Evaluation, Program Guides, *Secondary Education, Vocational Counseling

Three distinct concepts are included in the report and addendum. The report itself documents two projects conducted under an Office of Education grant. The addendum is a four-page report of the research grant expenditures. The first report, "Unifying a Career Development Theme ...," covers the five goals of the study conducted in Mason City, Iowa, from February 4, 1972 to February 3, 1973, the procedures used, and its results. It was concluded that the study must proceed from career education awareness to implementation of the awareness in the instructional program. In seven pages the body of the report details the execution of the study. It is followed by a 20-page evaluation report conducted by a third party evaluation team which directed their comments to the project's setting, purpose, degree of community involvement, administration, and materials used. The second report, "... Models ..." covers the same time period but includes seven secondary schools in Iowa as the sites for career education models. The project was directed toward career awareness, accommodation, and exploration. How this was attempted and the scope of its success are topics discussed in the eighteen-page report. Appended to the reports is a guide for a career education program at the elementary level. It consists of three units subdivided by concepts, goals, and activities by academic areas. (AG)

ED 084 430 CE 000 630

Wong, Laverne B.

Student Perception of the Effectiveness of the Area Vocational Secondary School Programs of Texas in Meeting Self-Perceived Interests and Needs. A Final Report.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date Jun 73

Note—118p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Area Vocational Schools, Grade 11, Grade 12, High School Students, Participant Satisfaction, *Program Effectiveness, *Program Evaluation, Sex Differences, *Student Attitudes, *Student Needs, Tables (Data)

The purpose of the study was to investigate the effectiveness of area vocational secondary schools in Texas as it relates to participation, type of school, and sex. Two forms of the questionnaire were developed, one to be used by participants in area vocational school (AVS) programs and one for those not participating in any type of vocational training. Urban school systems were not included in the study of eight selected sample schools. The students sampled were 672 eleventh and twelfth graders, half participants in AVS programs and half non-participants. Males numbered 210 and females, 126. Almost two thirds of the participants planned to enter the work force immediately after graduation. Data compiled show participants felt their needs were met by the programs, but non-participants felt the participants needs were not being met, and they had no need of the programs themselves. General awareness of the program is high. The two groups share views concerning the counseling and guidance procedures. The type of school from which the student came influenced his view of AVS program effectiveness, but the two sexes showed a nonsignificant difference in perception of program effectiveness. A twelve-page bibliography is included. (AG)

ED 084 453 CE 000 677

Boutwell, Charles R. Hinkle, Andrew Lee

A Survey of Mental Health Problems and Professional Services: A Model for Evaluation of Community Mental Health.

Spons Agency—Community Mental Health Center, Huntington, W. Va.

Pub Date 73

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Health Services, *Evaluation, Mental Health, *Mental Health Clinics, *Psychiatric Services, Public Health, Questionnaires, Surveys

Identifiers—*Health Delivery Systems, West Virginia

To determine the extent of perceived mental health problems and the adequacy of services in a six-county area of West Virginia, a questionnaire was mailed to a sample population selected from voter registration lists, the number in the sample from each county proportionately determined by the counties' total population. The conclusion that delivery of mental health services differed widely between an area with a community mental health center and a similar area geographically contiguous, though problems in the two areas were perceived as similar, was based on a fifteen percent response to the questionnaire. The number of persons seeking professional assistance for emotional problems exceeded national averages. A majority of the population surveyed knew of someone who had sought professional assistance for emotional problems, and general hospitals and State hospitals were the most frequently used facilities by those seeking help. Assistance was provided by psychiatrists and physicians. Juvenile delinquency was cited as the most frequently noted mental health problem in the central area, but drug abuse was cited in the study area. The Community Mental Health Center rated a vote of confidence from residents in the study area. (AG)

ED 084 641 80 EA 005 611

Wimer, Frank B.

Developing a Large Scale Assessment Program.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.; Minnesota State Dept. of Education, St. Paul.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—141p.

Available from—Cooperative Accountability Project, Colorado Department of Education, 1362 Lincoln Street, Denver, CO 80203

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Developmental Tasks, *Educational Accountability, *Elementary Schools, Evaluation Criteria, *Measurement, *Program Evaluation, *Secondary Schools, State Programs, State Standards, Task Analysis, Testing Programs

Identifiers—*Assessment, Elementary Secondary Education Act Title V, ESEA Title V, Task Development, Task Planning

Education has become one of America's biggest industries. As a result, the public wants some evidence concerning the quality of the educational program. This booklet was written to delineate the role of assessment as an important aspect of a comprehensive accountability system for the nation's elementary and secondary schools. It describes what assessment is, provides an overview of assessment, and tells how to plan and develop tasks in an assessment program. Several State assessment programs are also described and a checklist for evaluating an assessment program is provided. (JF)

ED 084 649 EA 005 624

ERIC Abstracts: A Collection of ERIC Document Resumes on Educational Assessment. ERIC Abstracts Series, Number Twenty-six.

American Association of School Administrators, Washington, D.C. National Academy for School Executives.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—26p.; A related document is ED 044 770

Available from—National Academy for School Executives, 1801 North Moore Street, Arlington, VA 22209 (Stock Number 021-00400, $2.00, Quantity Discounts)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement Tests, Decision Making, Educational Accountability, Educational Objectives, Educational Quality, *Evaluation, *Evaluation Criteria, *Evaluation Methods, *Evaluation Techniques, *Literature Reviews, Measurement Instruments, National Surveys, Program Evaluation, Science Education, State Surveys, Student Evaluation

Identifiers—*Assessment, Competency

ERIC abstracts on educational assessment, announced by this and other clearinghouses in RIE through April 1973, are presented. The key terms used in compiling this collection are "Evaluation," "Evaluation Criteria," "Evaluation Methods," and "Evaluation Techniques." This abstract updates on earlier ERIC Abstract on educational assessment. The abstracted documents present materials on national and State assessment programs, assessment models, and assessment of school quality. While the abstract cites materials on program, teacher, and administrator evaluation, the emphasis is on evaluation of

the entire educational process, including evaluation of school operations and educational quality. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 085 053 JC 740 004

Fallon, R. Bruce

An Evaluation of the Counseling Services at a Canadian Community College.

Pub Date [73]

Note—99p.; M.A. Thesis, Niagara University

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, *Counseling Effectiveness, *Counseling Services, Counselor Performance, Counselor Role, Educational Counseling, Guidance Counseling, *Institutional Research, Masters Theses, *Program Evaluation, *Student Opinion

A study was conducted to evaluate the student counseling and development services at Niagara College for the year 1970-71. A client group was compared with two groups of non-clients by means of questionnaire administered on registration day. A total of 1,269 day students, 80 percent of the student population, participated. Group one consisted of 575 freshmen who had no previous exposure to counseling at Niagara. Group two was made up of 400 freshmen and second- and third-year students who sought and received counseling at Niagara. Group three consisted of 294 second and third-year students who had neither sought nor received counseling at Niagara but who had been exposed to counseling in the past. A 23-item multiple choice questionnaire was constructed to obtain information concerning respondent characteristics, use of counseling services, satisfaction with counseling, perception of effective counseling, and preference for certain counseling styles. Counseled respondents were found to be very satisfied with their counseling at Niagara. Although most would use counseling services primarily for educational concerns, the same majority would consult an instructor before going to a counselor with academic problems. Most respondents would consult a close friend in case of personal difficulties before going to a counselor. The majority also perceive counselors as a source of assistance with career planning and prefer to seek counseling rather than be called to see a counselor. Recommendations for further research are made. (Author/KM)

ED 086 384 88 RC 007 527

Jensen, Thomas F.

1972-73 Evaluation, The Supplementary Educational Center, Bottineau, North Dakota, End of Year and End of Project Report Combined.

Bottineau Public School District 1, N. Dak.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 1 Aug 73

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Counseling Goals, Education Service Centers, *Federal Programs, Guidance Objectives, *Library Services, *Mobile Educational Services, *Program Evaluation, Reading Programs, *Rural Schools, Tables (Data)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The Supplementary Educational Center for the Bottineau County Schools has completed its 6th year under Federal Title III, Elementary and Secondary Education Act, program funding. This report serves as a summary of the Center as well as an evaluative report. Original objectives are reviewed to determine accomplishments. The 8 objectives are: (1) to stimulate local improvement and development of guidance, counseling, and testing services throughout the county, (2) to provide materials, sources of information and various communicative media relative to vocational guidance programs, (3) to provide assistance to all of the several districts in reading program improvement, (4) to provide assistance to administrators in initiating, developing and conducting in-service training for teachers in the rural schools, (5) to provide needed library services for students and library/instructional communication, in-service training to teachers in rural schools, (6) to provide a means for sharing personnel and materials among the various schools and communities, (7) to provide stimulation for further development of county-wide library services for all school children and adults, and (8) to provide a source of literary materials for adults throughout the county. (FF)

ED 086 727 TM 003 378

Evaluation Guidelines.

Nevada State Dept. of Education, Carson City.

Pub Date Jul 73

Note—75p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Accountability, Educational Assessment, *Evaluation Techniques, *Guidelines, Manuals, *Models, Performance Specifications, Program Design, *Program Evaluation, Student Evaluation

This practical reference manual is intended for use in the evaluation of learner performance. The guidelines are presented in such a manner so as to make the evaluation process accessible and understandable to everybody involved in educational instruction and administration. A glossary of terminology is included to facilitate this process. The text follows the progression in an evaluation model. The model is designed to depict the necessary steps in evaluation in their proper time sequence. The major steps of the evaluation model include: Needs Assessment, Design Program Evaluation, Implementation of Program Evaluation, Measurement of Objective Attainment, and Reporting and Recycling. (NE)

ED 086 728 TM 003 379

Hoke, Gordon A.

Evaluation and Accountability: A Resource Unit for Educators.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Pub Date Jul 71

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, *Bibliographic Citations, Curriculum Evaluation, *Educational Accountability, *Evaluation, Guidelines, *Information Sources, Program Evaluation, Quality Control, *Resource Guides, Testing

This resource unit gives administrators at the elementary and secondary levels practical help in the area of assessment, evaluation and accountability. The first section deals with basic sources of information on models and conceptualizations of full program evaluations. The second section cites magazine articles and special monographs, which are shorter and more specific treatments than the basic sources. Brief descriptions of products available from agencies concerned with the evaluation of materials and instruction constitute the third section. The fourth section contains two selective bibliographies. Section five includes a variety of instruments and samples of working guidelines useful in collecting, analyzing, and interpreting evaluative data. The final section is a glossary of terms. (MP)

ED 086 794 CE 000 792

McKinney, Floyd D.; Mannebach, Alfred J.

Using Student Committees in Educational Program Evaluation.

Pub Date 1 Mar 73

Note—25p.; Paper presented at the Special Interest Group on Vocational-Technical Education, American Educational Research Association, New Orleans, La., Feb., 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Area Vocational Schools, *Cocurricular Activities, *Committees, County School Systems, Decision Making, Educational Programs, Organizations (Groups), *Program Evaluation, Program Planning, Questionnaires, School Systems, *Vocational Education

Identifiers—Kentucky, *Student Committees

The research reported was a part of the Central Kentucky Vocational Education Evaluation Project (VEEP), a locally directed, State-assisted evaluation effort with personnel from eighteen school systems and the regional vocational education staff. The purposes were to identify successful approaches for operating student committees and to determine opinions held by students and educators regarding the operation and function of the student committees. Two questionnaires were used, one for local project directors and assistant project directors, and other for members of the student committee. Size of committees, member selection criteria, structure of organization, length and frequency of meetings, major activities, problems encountered, and a general evaluation of student committees were assessed. Opinions of directors were compared with opinions of student committee members; data on 21 statements were tabulated and individually analyzed. Recommendations include (1) school systems using student committees should continue to do so, (2) school systems without student committees should organize them, (3) student committees can be used for areas other than evaluation, (4) further experimentation is needed, (5) additional research should be conducted, and (6) the use of student committees should be taught in preservice and inservice teacher education programs. (MS)

ED 086 914 CG 008 276

Woodley, Dale

Progress Report: Pupil Personnel Services.

Newport-Mesa Unified School District, Newport Beach, Calif.

Pub Date Jul 73

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Counseling Effectiveness, Guidance Objectives, *Guidance Services, *Management Education, *Program Development, *Program Evaluation, *Pupil Personnel Services, School Districts, Staff Improvement, Student Personnel Programs, [illegible]

Identifiers—*Accountability

The Newport-Mesa Unified School District has developed an innovative approach to the organization and administration of Pupil Personnel Services. This approach reflects the Statement of Educational Principles and the Management and Operations Principles of the District which emphasize results from which reasonable student progress can be demonstrated. The District's Pupil Personnel Services programs, made up of counselors, psychologists, and managers, work toward these results by the use of both interventive methods—helping young people with special problems—and preventive methods—helping to prevent students from developing problems that could interfere with their ability to make reasonable progress. The results management approach to Pupil Personnel Services places emphasis on the school setting priorities regarding the school needs to which pupil personnel resources should be allocated. This priority setting process may indicate, in some situations, that certain reasons to which the school is not now allocating resources are of high priority and should have resources allocated to them. This, in turn, may require that pupil personnel specialists develop new skills and knowledge in order to contribute these new results. Inservice training is being provided both at the District and at the school level to help staff develop these new skills. (Author)

ED 087 442 IR 000 186

Nunn, Edward C.

School Planning, Evaluation and Communication System (SPECS).

Pub Date Apr 73

Note—4p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors: *Budgeting, Communication (Thought Transfer), Cost Effectiveness, Educational Administration, Management Systems, Program Budgeting, Program Descriptions, *Program Evaluation, *Program Planning, *School Planning, School Systems, *Systems Approach

Identifiers: AEDS, Association for Educational Data Systems, CASEA, Center Advanced Study Educational Administration, General Learning Corporation, *School Planning Evaluation Communication System, SPECS, University of Oregon

A comprehensive school planning tool is available from General Learning Corporation and the Center for the Advanced Study of Educational Administration at the University of Oregon. This School Planning, Evaluation and Communication System (SPECS) provides a deliverable system of training, implementation strategies and materials and technical support services to educational organizations interested in new planning approaches. SPECS services include systems analysis, cost accounting, program planning, goal definition and assessment. All are designed to aid schools in planning and managing their programs, and budgets, assessing student learning and instructional activities, and involving the total community in the educational effort. Field testing of SPECS indicates that it can be successfully implemented and that it will provide school districts with the ability to gather information about desired and actual inputs, processes and outputs. (EB)

Journal Articles

EJ 068 038 180 AA 514 035
Educational Accountability To Whom--For What? Matthews, Marvin R. *Thrust for Education Leadership*, v2 n1, Oct 72
*Educational Accountability, *Program Evaluation, *Evaluation Methods, *Evaluation Needs, Program Design, Program Planning
Describes a system that "requires an individual to be accountable to other individuals for the management of programs." (Author)

EJ 068 050 180 CG 505 165
Coached Clients as Raters of Counseling Effectiveness. *Counselor Education and Supervision*, v12 n2, pp123-129, Dec 72
*Counseling Effectiveness, *Counselor Training, *Counselor Evaluation, *Evaluation Techniques, *Counselor Performance, Counselors, Counselor Educators
Results of investigating whether coached clients were more consistent with the ratings of counselor educators when evaluating the counseling effectiveness of counselor trainees indicated that the coached clients significantly agreed with the criterion, while the non-coached clients exhibited bias and subjectivity in their ratings. (Author)

EJ 069 698 180 AA 514 588
Evaluation of the Effectiveness of a Problem-Based Preschool Compensatory Program Dwyer, Robert C., And Others, *Journal of Educational Research*, v66 n4, pp153-6, Dec 72
*Compensatory Education Programs, *Preschool Programs, *Program Effectiveness, *Program Evaluation, Problem Solving, Childhood Needs, Tables (Data), [*Environmental Academics, Headstart]
The primary characteristic of the experimental treatment in this study is that the treatment structures a problem-environment in which academic learning is "relevant" and functional. The child acquires skills and concepts in the process of solving a problem he wants to solve. (Authors/CB)

EJ 069 705 180 CG 505 226
Measuring Agency Atmosphere and Counselor Style Anderson, Wayne, Weinberg, Sheldon, *Journal of Employment Counseling*, v9 n4, pp186-192, Dec 72
*Counselor Performance, *Employment Services, *Counselor Characteristics, *Counseling Effectiveness, Counselors, Vocational Rehabilitation
Responses to a questionnaire were analyzed to see which items discriminated between agencies and between the counselors' sexes, ages, levels of education, and number of years with the agency. There were 13 significant items and they are described and discussed. (Author)

EJ 072 823 140 CG 505 486
A Study of the Credibility Factor in Drug Education Programs Pascale, Pietro J., Streit, Fred, *Journal of Drug Education*, v2 n4, pp391-394, W 72
*Drug Education, *Program Evaluation, *Adolescents, *Information Sources, *Discriminatory Attitudes (Social), Research, Information Utilization
This empirical study has examined by chi-square procedures the relationship between educational level of students and the degree to which they will endorse various sources of information concerning drug problems. (Author)

EJ 072 894 140 SP 501 680
An Approach to Finding Out: Where Have We Been? Where Are We Going? Why? Mendoza, Charlotte, *Colorado Journal of Educational Research*, v12 n2, pp6-7, W 73
*Preservice Education, *Elementary School Teachers, *Program Evaluation, *Educational Objectives, Teacher Programs, [*Rochester University]
This study evaluated the objectives of the preservice elementary teacher education program at the University of Rochester; proposals for improvement of the program were also gathered. (BB)

EJ 073 000 180 AA 515 216
Developing Corrective Evaluation Within the Program Karns, Edward A., Wenger, Marilyn J., *Educational Leadership*, v30 n6, pp533-5, Mar 73
*Program Evaluation, *Evaluation Criteria, *Measurement Goals, *Educational Change, Diagnostic Teaching, Information Utilization
Primary purpose of evaluation is to cause educators to look at the process and the product of education and to utilize evaluation data as a corrective tool. (Authors)

EJ 073 043 190 CG 505 491
Systems Evaluation in Counselor Education Bergland, Bruce W., Quatrano, Louis, *Counselor Education and Supervision*, v12 n3, pp190-198, Mar 73
*Counselor Educators, *Counselor Training, *Program Evaluation, *Evaluation Methods, *Systems Analysis, Counselor Evaluation, Evaluation
Counselor education suffers from a lack of emphasis on evaluation of counselor training programs. In response to this problem, a systems analysis-based approach to evaluation is presented and discussed. The approach, which involves performance testing and system monitoring, has sufficient flexibility to be used in programs with divergent theoretical orientations. (Author)

EJ 075 824 090 AA 515 667
The Need For Guidance In A General Education Program White, Karl R., *Journal of General Education*, v25 n1, pp39-49, Apr 73
*Educational Objectives, *Program Evaluation, *Program Improvement, *General Education, *Guidance Programs, Academic Education, Educational History, Educational Philosophy, Career Choice, Educational Trends
Guidance departments were planned as a part of general education programs in the 1940s and here the subject is revived with an analysis of current developments in the use of the guidance course. (RK)

EJ 076 171 180 CG 505 659
Coaches, Counselors and Accountability Hector, Mark A., Yates, Geoffrey G., *Michigan Personnel and Guidance Journal*, v4 n1, pp5-9 and 41, F 72
*Behavioral Objectives, *Behavior Change, *Counselor Evaluation, *Counseling Effectiveness, *Objectives, Behavioral Counseling, Counseling
The primary purpose of this paper is to apply the accountability concept to the field of counseling. (Author)

EJ 077 143 500 VT 504 703
Accountability Is for Everyone Tolonen, Paul, *American Vocational Journal*, v48 n3, pp31-32, Mar 73
*Educational Accountability, *Vocational Education, *Program Evaluation, *Relevance (Education), Educational Responsibility, Program Effectiveness, Performance Criteria, Teacher Attitudes, Educational Administration

EJ 077 441 090 CG 505 704
Evaluation of a Counseling Center Innovation Collins, Anne M., And Others, *Journal of College Student Personnel*, v14 n2, pp144-148, Mar 73
*Counseling Centers, *Counseling Services, *Counseling Effectiveness, *Evaluation, *Innovation, Student Personnel Work
This article reports on an innovative intake policy at the University of Maryland Counseling Center. The report evaluates the new procedures with respect to no-show behavior, attrition and client perceptions. (JC)

EJ 077 774 180 EA 503 736
Credibility Gaps and the Institutionalizing of Educational Evaluation Functions Ashburn, Arnold G., *Planning and Changing*, v4 n1, pp18-28, Spr 73
*Program Evaluation, *Evaluation Criteria, *Reliability, *Organization, Information Utilization, Educational Accountability, Decision Making, Program Administration, [*Educational Institutions, Credibility]
Institutionalizing the evaluation function within educational institutions serves both accountability and decisionmaking. One of the greatest problems is the reliability of evaluation information. Provides guidelines for avoiding credibility gaps that derive from the characteristics of personnel and from the nature of the organizational structure. (Author/WM)

EJ 079 054 080 EM 503 377
Nontechnical Specifications for a System of Educational Evaluation Irvine, David J., *Educational Technology*, v13 n5, pp37-38, May 73
*Curriculum Evaluation, *Program Evaluation, *Educational Development, *Systems Development, Formative Evaluation, Evaluation Needs, Educational Specifications

EJ 079 481 180 VT 504 849
Accountability's Offspring Byers, Edward E., *American Vocational Journal*, v48 n4, pp24-25, Apr 73
*Behavioral Objectives, *Educational Accountability, *Student Needs, *Program Evaluation
In making the case for performance goals, the author sets out to show that the demand for accountability can be met by focusing on human factors such as student potential. (Editor)

EJ 079 486 180 VT 504 689
Ranking Objectives Hall, John, *Illinois Career Education Journal*, v30 n3, pp31-35, Spr 73
*Business Education, *Junior Colleges, *Program Evaluation, *Educational Objectives, *Pos, Secondary Education, Community Colleges
A reevaluation of junior college business programs. (Editors)

EJ 082 514 CG 506 083
Rate Yourself--The Only Thing you Have to Lose Is Your Job Hardy, Robert Earl, *School Counselor*, v21 n1, pp59-61, Sep 73
*Counselor Evaluation, *Self Evaluation, *Evaluation, *Counseling Effectiveness, *Rating Scales, Counseling Services
A counselor self rating scale is presented which is designed for use with junior and senior high school counselors. (JC)

EJ 082 525 CG 506 094
A Survey of High School Students' Attitudes Toward Guidance Services Musgrove, Walter J., *Journal of the Student Personnel Association For Teacher Education*, v12 n1, pp25-31, Sep 73
*Guidance Services, *Counseling Services, *Student Attitudes, *Attitudes, *Evaluation, Counselor Evaluation

EJ 082 692 EM 503 500
Games for Design Education Talbot, R. J., *Programmed Learning and Educational Technology*, v10 n4, pp259-265, Jul 73
*Simulation, *Game Theory, *Instructional Systems, *Educational Development, Educational Theories, Educational Strategies, Problem Solving, Educational Technology, Instructional Design, [GRIPS]
Paper outlines a prototype group discussion game called GRIPS 1 (Gaming, Random Interfacing and Problem Structuring). Antecedents of the game included development and teaching problems related to a multi-disciplinary systemic approach to design problems, a strong interest in pre-problem solving activities (e.g. problem identification, goals definition, needs interpretation, etc.), a predilection for playing games and chance. (Author)

EJ 082 709 EM 503 517
Structural Learning and the Design of Educational Materials Scandura, Joseph M., *Educational Technology*, v8 n8, pp7-13, Aug 73
*Learning Processes, *Sequential Learning, *Educational Technology, *Instructional Design, *Instructional Materials, Learning Modalities, Educational Development, Instructional Innovation, Teaching Procedures, Teaching Methods
Article is based on two main theses: One, qualitative improvements in education will not come about as a result of rhetoric or superficial proposals for solution made by the so-called "new breed" of educator, but rather as a result of a deeper understanding of the teaching-learning process, and the development and use of new and better principles of educational design. Two, theoretical bases for qualitative improvements in educational design already exist and should be used more widely by educators. (Author)

EJ 082 710 EM 503 518
Beyond Behavorial Objectives: A Community Based Strategy for Evaluating a School System's Educational Program Drumheller, Sidney J., Brooks, Richard D., *Educational Technology*, v8 n8, pp13-19, Aug 73
*Behavioral Objectives, *School Community Relationship, *Program Evaluation, *School Systems, *Educational Programs, Educational Strategies, School Community Cooperation, Evaluation Methods, Evaluation Criteria, School Districts
The purpose of this article is to describe what appears to be a possible and fruitful method for enlisting the aid of an entire community in shaping educational policy and evaluating progress toward instructional objectives. (Author)

EJ 082 712 EM 503 520
Good Objectives and Bad: A Checklist for Behavorial Objectives Thiagarajan, Sivasailam, *Educational Technology*, v8 n8, pp23-28, Aug 73
*Objectives, *Behavioral Gojectives, *Educational Technology, *Check Lists, *Evaluation, Educational Objectives, Instructional Design, Guidelines, Evaluation Criteria

EJ 083 692 VT 505 167
Utilization of a Prescriptive Vocational Evaluation to Increase Counselor Effectiveness Rice, B. Douglas, Thornton, C. Leon, *Rehabilitation Research and Practice Review*, v4 n1, pp59-63, W 72
*Handicapped, *Evaluation Needs, *Evaluation Methods, *Counselor Performance, *Counseling Effectiveness, Counseling Services, Vocational Development, Evaluation, Professional Services, Vocational Rehabilitation

EJ 083 819 AA 516 499
Educational Evaluation: Rethinking the Criteria of Competence Shapiro, Edna, *School Review*, v81 n4, pp523-49, Aug 73
*Evaluation Criteria, *Student Evaluation, *Program Evaluation, *Pilot Projects, *Student Testing, Data Analysis, Classroom Environment, Student Reaction, Testing Problems, [Project Follow Through]
Author attempts to determine whether testing perpetuates a misevaluation of children's abilities. (Editor/RK)

EJ 084 122 CG 506 163
A Comparison of Three Community Drug Abuse Programs Including Clientele, Cost, and Effectiveness Dickinson, Louis, And Others, *Journal of Drug Education*, v3 n3, pp247-259, F 73
*Drug Abuse, *Program Descriptions, *Program Effectiveness, *Prevention, *Intervention, Evaluation, Drug Addiction
Comparison of demographic characteristics of persons enrolled in three programs indicate that the younger and unemployed are in therapeutic communities while the older, more often jailed persons are members of the methadone program. (Author)

EJ 084 216 CG 506 257
Effectiveness Ratings Of Counselors Without Teaching Experience Dilley, Josiah, And Others, *Counselor Education and Supervision*, v13 n1, pp24-28, Sep 73
*Counselor Training, *Counseling Effectiveness, *Teaching Experience, *Performance Factors, Behavior Rating Scales
Counselors without teaching experience were compared with counselors from the same graduate counselor education program with teaching experience and with other first-year counselors raters had known in each of five dimensions. It was concluded that teaching experience does not seem to be necessary for the preparation of competent school counselors. (Author)

EJ 085 427 UD 502 586
Career Education: A Merging of Academism and Vocationalism? *Black Collegian*, v4 n1, pp10-11,49, Sep-Oct 73
*Career Education, *Program Descriptions, *Cooperative Education, *Occupational Guidance, *Program Evaluation, Disadvantaged Youth, Economically Disadvantaged, Handicapped Students, Inservice Teacher Education, Educational Change
The Center for Vocational and Technical Education reviewed 26 career education programs in operation in various sections of the U.S., finding seven components common to most of them: cooperative education, career guidance, placement, follow-up, programs for disadvantaged and/or handicapped youth, and in-service teacher education. (JM)

EJ 085 486 AA 516 672
Some Principles and Problems in Evaluation Performance Contracts Ashburn, Arnold G., Webster, William J., *Journal of Educational Research*, v67 n2, pp76-80, Oct 73
*Performance Contracts, *Program Evaluation, *Evaluation Methods, *Academic Achievement, *Programed Instruction, Instructional Systems, Methodology, Data Analysis, Decision Making, Measurement
This paper focused on evaluation efforts related to projects involving performance contracts and some of the major problems encountered. (Author/RK)

EJ 087 343 CE 500 183
Evaluating Your Career Education Program Cochran, John R., Weis, David M., *Career Education Digest*, pp13-18, Jun-Jul 73
*Program Evaluation, *Educational Objectives, *Career Education, *Guidelines, *Evaluation Criteria, Curriculum Evaluation
Guidelines for successful evaluation. (MS)

EJ 087 461 CG 506 426
A Criterion System For Measuring Outcomes Of Counseling Thompson, Andrew, Miller, Adam, *Journal of College Student Personnel*, v14 n6, pp483-489, Nov 73
*Counseling Effectiveness, *Counseling Goals, *Followup Studies, *Counseling Theories, *Criteria, Factor Analysis, Factor Structure, Counselor Functions, Questionnaires
A reliable criterion system was developed for responses to a follow-up questionnaire and precounseling goal check list to appraise the effects of counseling. (Author)

EJ 088 769 UD 502 717
On the Risk of Appraising Non-Events in Program Evaluation Charters, W. W., Jr.; Jones, John E., *Educational Researcher*, v2 n11, pp5-7, Nov 73
*Program Evaluation, *Research Methodology, *Educational Programs, *Research Design, *Program Design, Control Groups, Experimental Groups, Student Evaluation, Innovation
Standard practice in educational program evaluation expends considerable resources in planning and executing elaborate research designs, but lacks description of how the programs do differ in the "experimental" and "control" situations. A serious consequence is that elaborately designed evaluation studies may end up appraising non-events, with no one the wiser. (RJ)

EJ 089 817 IR 500 044
The Mathematician's Responsibility to Education Young, Gail S., *Educational Technology*, v13 n11, pp49-52, Nov 73
*Mathematics Instruction, *Technological Advancement, *Curriculum Development, *Educational Responsibility, *Mathematicians, Mathematics Curriculum, Computer Science, Educa-

tional Technology, Educational Development, Curriculum Design

Author looks at how technology has affected mathematics instruction and argues that fundamental concepts should be emphasized over arithmetical skills because of computers. (EB)

EJ 090 855 CG 506 628

Adjustment Differences Between Counseled and Noncounseled Students at a University Counseling Center Sharf, Richard S.; Bishop, John B., *Journal of Counseling Psychology*, v20 n6, pp509-512, Nov 73

*Counseling Effectiveness, *Evaluation, *Student Personnel Work, *Student Characteristics, *Student Problems, Counseling Goals, Counselor Performance, College Students

The purpose of the study was to investigate if college students who seek counseling differ in their psychological adjustment from those who do not seek counseling. Students seeking counseling for help with personal problems differed significantly on the social and emotional adjustment scales from those who did not seek counseling. (Author)

EJ 090 914 CG 506 687

Rehabilitation Service Components And Vocational Outcome Bowman, James T.; Micek, Leo A., *Rehabilitation Counseling Bulletin*, v17 n2, pp100-109, Dec 73

*Rehabilitation Programs, *Vocational Training Centers, *Program Evaluation, *Counseling Effectiveness, *Vocational Counseling, Vocational Rehabilitation, Program Development, Vocational Education, Occupational Guidance

This article explores possible solutions to the question; "Once a person becomes a rehabilitation client, what counselor activities and related service components have a major impact and enhance the client's chances for success?" (Author)

EJ 091 308 EC 060 359

The Accountability of Nonprofit Institutions in a Free Society Davison, Owen R., *New Outlook for the Blind*, v67 n9, pp389-95, Nov 73

*Exceptional Child Services, *Handicapped Children, *Agencies, *Program Evaluation

During the last decade, there has been an increasing demand from the government, clients, certifying bodies, and the contributing public for human service agencies serving the handicapped to provide full information about their finances, operation, and services. (Author)

Doctoral Dissertations

A COOPERATIVE, COORDINATED STATE-WIDE SYSTEM FOR PUBLIC SCHOOL DISTRICT EVALUATION IN UTAH

Varnell A. BENCH, Ed.D.
Victor Charles GENNARI, Ed.D.

Both authors received degrees at Utah State University, 1972

Major Professor: Dr. James A. Jacobson

Purpose

The purpose of this research was to design a state-wide system of cooperative, coordinated evaluation of education for the state of Utah. More specifically, this research met the following objectives: (1) determine the present evaluation procedures employed by Utah Public School Districts; (2) determine the procedure for involvement of Utah's State Department of Education, Utah's various colleges of education and other appropriate agencies and organizations in the public school district evaluation process; (3) design a state-wide system for public school district evaluation of education for Utah; (4) design a minimum of two organizational plans for the purpose of actualizing and operating the system developed; (5) prepare operating cost estimates for the two organizational plans developed; and (6) develop a plan whereby the state-wide system operation may be initiated and implemented.

Procedure

Three distinct educational entities were interviewed in gathering data necessary to determining present evaluation procedures of the school districts and in determining procedures for involvement of the State Department of Education, the various colleges of education and other appropriate agencies and organizations in the public school district evaluation process.

Utilizing criteria and constraints developed by the Educational Administration Department at Utah State University, and an understanding of present evaluation practices, a systems representation of a cooperative, coordinated state-wide system of evaluation of education was developed for the public school districts within Utah. The system considers (1) identification of operations in need of evaluation, (2) an evaluation plan for both specially and for the continuous evaluation of on-going operations, (3) an audit of the evaluation plans, (4) coordination of the various entities within the evaluation plans, (5) cooperation and communication among the various entities within the evaluation plans, (6) a monitoring activity including interim and a final report, (7) a defined dissemination procedure for distribution of findings, conclusions and recommendations and (8) an audit system with an audit system report.

Given the evaluation system, three alternate organizational designs were developed complete with a purpose, description of roles and functions, identification of role relationships, per annum proposed budget estimate, description of advantages and disadvantages and a conceptual structure.

Finally, the Program Evaluation and Review Technique (PERT) was utilized to develop a plan for implementing the evaluation system within the state of Utah.

Conclusions

1. There exists no state-wide system for evaluation of the various school district operations within the state of Utah.
2. There exists no systematic coordination effort among the various Utah public school districts in the evaluation of the various school district operations.
3. There exists no systematic cooperation effort among Utah's public school districts, Utah's colleges and universities, and Utah's State Department of Education.
4. A state-wide system for public school district evaluation can be designed.
5. Alternate organizational plans for actualizing and operating a state-wide system for public school district evaluation can be realized and that operating cost estimates for such organizational plans can be developed. Moreover, criteria can be identified for selecting among such plans.
6. A plan for implementing a state-wide system for public school district evaluation can be realized through use of the Program Evaluation and Review Technique (PERT).

Recommendations

As a result of this study, the following recommendations seem warranted:

1. The designed cooperative, coordinated state-wide system for public school district evaluation should be adopted for use within the state of Utah.
2. The designed organizational design #1 should be adopted for use when the volume of evaluation activity is limited.
3. The designed organizational design #3 should be adopted for use when the volume of evaluation activity is considerable.
4. The designed implementation plan should be adopted for use in implementing the designed system.

Order No. 73-929, 323 pages.

THE DESIGN, IMPLEMENTATION, AND EVALUATION OF A LABORATORY EDUCATION PROGRAM TO INCREASE UNDERSTANDING BETWEEN PARENTS AND ADOLESCENTS

Lawrence Carl BERNSTEIN, Ph.D.
University of Pittsburgh, 1973

A laboratory education program to increase understanding between parents and adolescents was designed, implemented, and evaluated. The investigator had conceived of a group treatment program that was conceptually based on the theory that to increase understanding between conflicting groups, they must be treated together; not separately. Specifically, in this instance, parents and adolescents were to participate, equally represented, in treatment groups. The groups were to be basic human relations experiences designed to elicit the problems in understanding. The hope was that with both sides of the conflict represented the problems themselves would occur in the laboratory. The function of the laboratory was to isolate these problems in understanding as they occurred and the leader was to focus on them, specifically as they occurred between individuals. Additionally, the leader was to clarify and help the group process the misunderstandings so as to bring them into clearer perspective.

The desire to reality test the program was made known verbally to several people who worked with the parent-adoles-

cent population in settings the investigator chose. All responded favorably and with great encouragement. North Hills Youth Ministry, an association that ministered to youth who were disenchanted with traditional ministries yet still sought spiritual guidance, was selected for its high level of commitment and interest.

The program was developed with an internal flexibility that allowed for changes in the human relations activities as dictated by a formative evaluation procedure. The leaders of the two treatment groups met after each session and discussed the appropriateness of the tentative activity for the following week in view of the current weeks proceedings. This took the form of a review of clinical notes that were used as formative data and taken each week by the two leaders and two objective observers. If the leaders felt the next weeks designated activity was inappropriate, it was changed.

Additional evaluative instruments were self reports and observer and leader reports and an adaptation of R. D. Laing's Interpersonal Perception Method (IPM). The reports were designed to get subjective responses from all participants in the program. The IPM adaptation was a more objective measure that compared pre-designated parent-adolescent dyads responses to pertinent issues on a pre and post basis.

The evaluative data indicated some increase in understanding between the participating parents and adolescents. Most of the participants wanted to continue with the program and felt it was just a beginning. There were obvious differences in the effectiveness of the two groups as revealed by the data. The most important sources of data were subjective responses of the participants whereas the more objective IPM was subverted by the participants. Recommendations were made for its use and development in the future.

Several other recommendations for future studies were made to contribute to the body of research in parent-adolescent treatment groups. Order No. 74-2094, 187 pages.

THE DESIGN, IMPLEMENTATION AND EVALUATION OF A RETRAINING PROGRAM FOR SECONDARY SCHOOL COUNSELORS

John Charles POYLAN, Ph.D.
University of Pittsburgh, 1973

The purpose of this study was to design, implement, and evaluate a retraining program for secondary school counselors. The evaluation of the retraining program was made by using formative and summative measures. Formative measures were obtained throughout the retraining program and summative measures were obtained before, during, and after the retraining program.

During the school year, 1971-1972, a needs assessment and evaluation of the guidance personnel and programs in twenty school districts was undertaken. The results of the assessment indicated that: (1) counselors would benefit from a program designed to upgrade their personal and professional skills, and (2) existing guidance programs were inadequate and would have to be redesigned if the personal and professional needs of the counselors were to be fulfilled. As a result of the assessment the retraining program was proposed.

Prior to the start of the retraining program, a number of meetings were held with the counselors to determine their needs and interest in participating in a retraining program, to assess the organizational climate, and to involve the counselors in the planning of the retraining program. The objectives of the retraining program were clearly delineated and were agreed to by the participating counselors. A three phase combined personal-organizational design was developed and implemented for the participants. Phase One of the retraining program consisted of a one week personal learning workshop designed to engage participants in interpersonal processes and group skills. Phase Two consisted of five in-service sessions emphasizing cognitive input and program development. Phase Three emphasized consultative support and the evaluation of the retraining program. The assessment of the effectiveness of the retraining program was based on several criteria. The major criteria of effectiveness involved programmatic and organizational developments within the institution during and after the retraining program. These criteria were treated descriptively using information from clinical notes and tape recordings. There was evidence to indicate that many substantial programmatic/organizational developments occurred during and after the retraining program. A third criterion of effectiveness involved the personal development of the participants in the retraining program. Empirical pretest and posttest measures of this criterion were gathered anonymously and treated only on a group basis. Group pretest and posttest means of the Time Competent and Inner Directed scores of the Personal Orientation Inventory and the Interpersonal Relationship Rating Scale were reported as not statistically significant. Informal post training sessions revealed that a number of personal developments occurred during and immediately after the retraining program. Implications for the future evaluation of retraining programs and replication issues were discussed.

Order No. 73-29,380, 125 pages.

AN EVALUATION OF A CAREER GUIDANCE LEADERSHIP DEVELOPMENT PROGRAM

James Edward McCARTHY, Ed.D.
Indiana University, 1973

Chairman: Dr. R. L. Gibson

I. Problem: The current national emphasis on career education and career guidance for youth suggests a need for collecting a body of data relative to the effectiveness of various methods for training counselors and other school personnel in career guidance skills.

The purpose of this study was to conduct an in-depth evaluation of a model training program developed by the Indiana Career Guidance Center, Indiana University, and subsidized by a grant from the General Electric Foundation. The specific objectives were to: (1) determine the relevancy, as perceived by the participants, of the various selected experiences and opportunities to gain new skills, knowledge, and insights as described in the original program proposal: and (2) assess the value of the specific components comprising the total program, to the participants. Differences in perceived needs and appraisal of the program by participating counselors and non-counselors were of interest in this study. In addition to providing the evaluative information indicated, the data provided a base for planning future programs of this nature and offered recommendations to counselor educators relative to the training of counselors in career guidance.

II. Method: The participants of the program comprised the population for this study (N = 22). There were 11 certified counselors, a school principal, and 10 teachers from three states, who were selected as members of teams from various school districts. All of the participants were subjected to the same experiences. Two questionnaires were employed to generate participants' responses relative to the objectives indicated above. An in-depth personal interview was conducted by the investigator with each participant for the purpose of providing additional information relative to the effectiveness of the program to the participant.

III. Analysis and Reporting of Data: The data generated from the questionnaires and the interview were analyzed for the total population. To provide additional information, the total population was subdivided into a Counselor group composed of certified counselors (N = 11), and a Non-counselor group (N = 11). A comparison of the responses of the members of these two groups was also reported.

IV. Major Findings: 1. Each of the participants rated the overall program as effective in helping them develop improved career guidance skills. 2. The participants reported a substantial number of common concerns and training needs related to career guidance. 3. The nine content components of the program were differentially valued by members of the two groups. These differences were basically related to the diversity of educational backgrounds, professional responsibilities, and needs of members of these groups. 4. Non-counselors rated the total program as more valuable than counselors.

V. Conclusions: 1. The program as designed met the perceived training needs of the participants. 2. The model training program designed by the Indiana Career Guidance Center was effective in training counselors, teachers, and administrators in areas related to career education and career guidance.

VI. Recommendations: Based on data collected from the participants it was recommended that: (1) the process of selection of future participants be improved; (2) the program events be coordinated and organized around central themes or areas of study; (3) the evaluation procedures for the program be expanded; (4) leadership training experiences be provided throughout the entire program. It was recommended by the investigator that more extensive and systematic training in career guidance skills be provided in the professional preparation of guidance personnel.

Order No. 74-2593, 149 pages.

GUIDANCE PROGRAM EVALUATION IN 1970-1971 — A FOLLOW-UP OF ITS EFFECTIVENESS AND VALUE IN OHIO SCHOOLS

James Robert O'CONNOR, Ph.D.
The Ohio State University, 1973

Adviser: Professor James V. Wigtil

Guidance program evaluations, as well as total school program evaluations, have been conducted in numerous schools across the country for several years. Few follow-up surveys, however, have been conducted on the value of school program evaluations and even fewer studies can be found concerning the degree of educational change that is achieved after an evaluation is completed. Without such follow-up data the true effect of any well intended evaluative process will never be known --nor can that evaluative process be improved or strengthened to realize maximum benefit to the particular school system or program studied.

Five years ago, a battery of instruments for guidance program evaluation were developed and validated at the Division of Guidance and Testing, Ohio Department of Education by Wysong (1968). In each of the succeeding years since this battery was developed, field services personnel at the Division of Guidance and Testing have conducted numerous school guidance program evaluations using this battery of instruments. This study surveyed all of the schools that had undergone the guidance evaluation process during the year 1970-1971 in order to determine the extent of recommendation implementation that had occurred one year later, as well as to assess the attitudes of the school evaluation committee members regarding the value of various evaluation activities completed during the process. Each evaluation committee from the twenty schools completing the Division of Guidance and Testing Program Evaluation instruments during the 1970-1971 school year constituted the population of this study. A total of 219 persons served on the committees.

Surveys measuring (a) the current status of recommendations made to the schools by visiting teams of educators, and (b) the values held by evaluation committee members regarding the various evaluation activities completed were mailed to each of the twenty schools in May of 1972. Seventy-one per cent, or 155 surveys were returned. The following findings resulted from this study:

1. After a one-year interim period since the evaluation, nearly one-third of the visiting team recommendations were already implemented, another one-third were in the process of implementation, and the remaining one-third had not been acted on at all.

2. The highest rates of implementation of recommendations occurred in the areas of Guidance Coordination and Administration and Administration and Teacher Participation, areas not requiring much financial backing in order to implement.

3. The lowest rate of implementation of recommendations occurred in the area of Staff, an area requiring considerable financial backing in order to implement.

4. The rates of implementation of recommendations apparently are not related to who conducts the evaluation, the size of the school being evaluated, nor the type of school organization prevailing in a given school.

5. Both chairmen and committee members viewed the guidance evaluation to be of considerable value to their school.

6. Both chairmen and committee members responded overwhelmingly that the evaluation process had been of value in initiating improvements in the guidance program.

7. Both chairmen and committee members stated that the evaluation process led to a more positive change in attitude among teaching staff regarding the guidance program.

8. The overwhelming reason given for those recommendations not implemented at the time of this follow-up was one of economics. The second most popular reason given was not enough time to carry-out the recommendations of the visiting team.

9. Respondents overwhelmingly stated that the evaluation generated objective information that could be communicated to various publics concerning the objectives, activities, and effects of the school guidance program.

10. Most of the respondents stated that the evaluation assisted the staff to improve their own guidance practices and techniques.

11. The vast majority of the respondents reported that the evaluation assisted the total staff to develop shared understandings about the school's guidance objectives and activities.

12. An extremely large percentage of the respondents stated that the evaluation assisted in making decisions for future program development.

Order No. 73-18,935, 170 pages.

THE DEVELOPMENT AND EVALUATION OF A TRAINING PROJECT IN GROUP COUNSELING FOR A COUNSELING STAFF IN A COMMUNITY COLLEGE. [Previously copyrighted material on several pages not microfilmed at request of author. Available for consultation at the University of Pittsburgh Library]

Harry Allen SCOTT, Ph.D.
University of Pittsburgh, 1972

The purpose of this study was to develop and evaluate a training project for the counseling staff at Kirkwood Community College to facilitate the addition of group counseling services at the institution. Special attention was given to the investigation of the personal, programmatic and institutional change that occurred during the study. An evaluation of the training project was made using formative measures obtained throughout the training project and summative measures obtained before, during, and after the training project.

In pretraining meetings and discussions with administrators and counselors from the institution, a need for the training project was agreed upon and objectives for the project were mutually established. In conjunction with the pretraining meetings, an assessment was made of the nature of the institution in terms of its basic orientation, specific objectives, and organizational structure.

The training project developed through three phases which overlapped to aid in establishing activities to meet the objectives of the project. Phase I utilized an outside consultant to

present a model of group counseling and to engage the participants in a group process. Phase II emphasized the professional input of an inside consultant in designing and facilitating a group counseling program for the institution. Phase III consisted of the implementation of the group counseling program into the educational curriculum of the institution.

An assessment of the effectiveness of the training project was based on several specified criteria.

The first criteria involved the personal change of the counselors during the training project. This criterion was treated empirically and descriptively and there was substantial evidence to indicate that there were important individual development during the project.

A second criteria involved the programmatic change of the counseling staff during the training project. This criterion was treated empirically and descriptively and there was substantial evidence to indicate that important group or programmatic developments did occur during the training project.

A final criteria involved the institutional change that occurred during the training project. This criterion was treated descriptively using clinical notes and there was substantial evidence to indicate that important changes of an institutional nature took place during and immediately following the training project.

Appropriate conditions for the training project were created through the combined utilization of an outside and inside consultant, the support of the institution's key administrators, and the involvement of the project participants in planning the design and implementation of the training project.

Order No. 73-4161, 162 pages.

THE EVALUATION OF A MULTIMEDIA BASED SELF-DIRECTED CAREER DEVELOPMENT PROGRAM FOR COLLEGE FRESHMEN

Joseph Donald SMITH, Ph.D.
The Florida State University, 1973

Major Professor: Harman D. Burck

An evaluative study was conducted to supply information to decision makers concerning the Curricular Career Information Service (CCIS), a sequential, multi-media program established at Florida State University. The evaluation examined both the internal and external aspects of the CCIS, a self-directed career information service.

The evaluation used the Stufflebeam CIPP evaluation model consisting of context, input, process, and product evaluations. The context and input evaluations were performed previous to the study by the originator of the CCIS. The process and product evaluations used a variety of instruments including: Crites Career Maturity Inventory, Harren's Vocational Decision Making Checklist, CCIS Attitude Questionnaire, CCIS Questionnaire, Module Post-Assessments and a log of CCIS use. The samples used consisted of a comparison dormitory and the treatment dormitory (both users and non-users of the service), faculty advisors of the treatment dormitory students and university administrators who were familiar with and who had observed the service.

The results of the study were separated into process and product sections. The process results concerned the internal aspects of the service. Four major recommendations were indicated by those students, administrators and faculty members who responded to the CCIS Questionnaire: These were: 1) the CCIS should remain, with a few minor exceptions, in its present self-directed module form, 2) the CCIS should be expanded, 3) the CCIS should be recommended to college freshmen needing career assistance, and 4) the service should have a high priority for further development. The log of student visits indicated heaviest use early in the trial period with least use during final exams: also, Saturday was the most popular day for usage.

The product evaluation results dealing with the external aspects of CCIS indicated that those students who used the service were better able to identify, and use, university resources concerning career development than the non-users in the same dormitory and those in the comparison dormitory. The users also indicated they had learned more about the career development process. At both the comparison and treatment dormitories demographic variables were recorded. Significant differences were detected on the career inventories (CMI and VDI) between those who had declared a major and those who had not declared a major.

The findings of this study lead the evaluator to recommend the continuance and expansion of the CCIS. Specifically the module format should be continued, the service expanded to other university locations, academic advisement materials should be incorporated, and the special aim of such information should be the undecided student.

Order No. 74-9497, 160 pages.

THE EVALUATION OF JUNIOR COLLEGE CHIEF STUDENT PERSONNEL ADMINISTRATORS' PROFESSIONAL WORK

Phillip Max SUMMERS, Ph.D.
Indiana State University, 1974

Director: Dr. J. Laurence Passmore
Chairman: Dr. Stanley Gross

This study investigated the process used to evaluate junior college chief student personnel administrators' professional work. Nine research questions were developed which dealt with the assessing and comparing of chief student personnel administrators' and evaluators' conceptions, satisfactions and preferences of the process used in the evaluation of chief student personnel administrators' professional work.

The subjects for the study came from one hundred randomly selected public junior colleges in the fifty United States listed in the 1972 Junior College Directory. Chief Student Personnel Administrators' Questionnaires and Evaluators' Questionnaires were used to collect data from the responsive subjects. The questionnaires were constructed utilizing questions and information about evaluation found in the professional literature.

The Chief Student Personnel Administrators' Questionnaire with an explanatory letter was mailed to the randomly selected public junior colleges addressed to the chief student personnel administrator. Three days later a postcard was mailed to the same addressee requesting completion and return of the questionnaire.

The evaluators were identified from responses on the returned Chief Student Personnel Administrators' Questionnaires and were mailed Evaluators' Questionnaires with explanatory letters. Postcards were also mailed to evaluators. Additional letters and questionnaires were mailed to non-respondents.

A total of sixty-nine Chief Student Personnel Administrators' and fifty Evaluators' Questionnaires were returned. From the chief student personnel administrator subjects, forty-two complete, twenty-two partially complete and five blank returns were received. From the evaluator subjects, thirty-four complete, twelve partially complete and four blank returns were received. Telephone contact was used to complete eleven returns reported in the complete categories above.

Forty-two matched pairs of chief student personnel administrators and evaluators were identified. Of this number, thirty pairs had totally completed the respective questionnaires and constituted the sample for this study.

In the context of the study's limitations, the following results and conclusions were noted.

Chief student personnel administrators and evaluators conceived the evaluation process of chief student personnel administrators' professional work as being informal with only minimal written policy about such. Their greatest satisfac-

tions and preferences were for a formal evaluation program through which chief student personnel administrators would be made aware of their evaluation. Chief student personnel administrators were more satisfied with no evaluation policies than with conditions wherein they were uninformed about existing policies.

Even though both chief student personnel administrators and evaluators preferred a formal evaluation program, neither conceived that change in evaluation policies or practices would occur in the immediate future. Both chief student personnel administrators and evaluators preferred that evaluation criteria be decided not only by evaluators but also by chief student personnel administrators and the institutions.

Personal interactions between chief student personnel administrators and evaluators were the major and important information sources used and preferred. Evaluation criteria which dealt with skills utilized by chief student personnel administrators in being effective administrators were most used and preferred. The evaluation criteria which indicated professional activities outside the college were considered as low priority criteria.

When considered as pairs, chief student personnel administrators and their evaluators (a) have minimal agreement in terms of preference for professional evaluation, (b) have little communication about professional evaluation, and (c) express desires for changing evaluation policies but also express satisfaction with current practices. Finally, chief student personnel administrators and evaluators are purporting interest and desire for professional evaluation but are not yet actualizing such through establishment of formal evaluation programs. This study supports the need and desirability for some type of formal evaluation which chief student personnel administrators and evaluators will utilize in the evaluation of chief student personnel administrators' professional work.

Eight recommendations for future research were made under the topics of evaluators, effect of evaluation, procedures, and longitudinal study. Order No. 74-7099, 233 pages.